

Have you  
entered  
Epsilon's  
project  
contest?



Election  
of  
club officers  
coming soon.  
Vote wisely.

PUBLISHED BY STUDENTS AT THE STATE TEACHERS COLLEGE, FITCHBURG, MASSACHUSETTS

Volume XIV

Fitchburg, Mass., March 10, 1949

No. 8

## STICK POLL REPORTS ON CURRENT CUT SYSTEM

The main topic for discussion in this issue is "What do you think of the cut system?" Your roving reporters approached their fellow students and this is what they were told.

Question: What do you think of the cut system at F. T. C.

### Answers:

Johnny Kiosses - Sophomore - "Pretty good."

Paul Harrington - Junior - "Gotta have it."

Mumbles - Junior - "A person is here to get an education; he therefore shouldn't take any cuts."

Joanne Berndston - Junior - "I think any student should be able to skip a class without getting a 'cut.'"

Don Miller - Freshman - "No cuts in any subject should be allowed except for illness."

Swede Marshall - Junior - "A student should at all times bear in mind that attending college and receiving a worthwhile education is a privilege that most people are not fortunate enough to receive. It is my firm belief that the 'cut system' is advantageous in the respect that it forms a criterion by which the student may plan and prepare for various obstacles in his or her program of studies."

Jinx Jarvis - Senior - "I think it could be improved

## ELECT ELLEN BONITZ, BOB CURRAN FOR N. Y. PRESS CONFERENCE



Bob Curran

upon. It seems that each instructor has his own idea of cuts, some not allowing any and some getting angry if you do take your cuts." Noreen McDowell - Freshman - "Why not have 5 cuts in each subject, like they have in other colleges?" Lydia Duryee - Freshman - "They shouldn't have a cut system. I'd like to be able to miss a class any time."

(Continued on page five)

Each year it is the custom of the Stick to send representatives to the Columbia Scholastic Press Conference in New York. This year's conference is being held today, tomorrow, and Saturday at Columbia University and marks the 25th anniversary of the convention.

There will be a series of 150 or more meetings, conferences, and discussions during the three day period. Professional journalists and outstanding members of the school publication field will deliver talks and give advice designed to meet the needs of the student press. All phases of writing, editing, publishing and advising student publications will be covered.

The three days are well divided into an interesting and worthwhile program. General meetings have been planned for subjects of interest to the publication staff as a whole. Sectional meetings have been organized to take care of individual problems and features. All this takes place during the day leaving the evening hours free for the delegate's own diversion.

The conference is climaxed by a grand banquet in the Convention Ballroom of the snazzy Waldorf Astoria Hotel (no, nothing is too good for us!) which will be highlighted by a convention birthday cake ceremony.

The Stick staff decided to send those representatives who had served our paper faithfully and, where possible, underclassmen who would have a chance to exercise their newly acquired knowledge (?) in future editions of the "Stick." We are only sorry that more of us cannot be honored as representatives, but on our slim budget we can afford to send only two. The Stick is proud to announce Ellen Bonitz our Features Editor, and Robert (Sports Editor) Curran as delegates to this convention. (Our humblest regrets are with you, Ken.)

## T. C. WEST POINTER ON NAVY EXCHANGE

West Point, N.Y., Cadet William K. Gearan, son of Mr. and Mrs. Leonard J. Gearan, 143 Vernon Street, Gardner, Mass., was one of a group of cadets of the United States Military Academy who visited the United States Naval Academy in the third of this year's series of student exchanges between the two service academies.

The purpose of these trips is to familiarize the two upper classes of the two academies

(Continued on page two)



Ellen Bonitz

## HOTEL RAYMOND SCENE OF EPSILON MEETING

The Local Chapter of EPSILON PI TAU conducted a very successful dinner meeting at the Hotel Raymond on Monday evening, February 21st.

Special invitations were extended to all members on and off campus and a large delegation

(Continued on page five)

## BOOK SNATCHERS CAUSE FAMINE IN LIBRARY

Has anyone ever stopped to think what will become of our library if, due to our "indiscretion," it keeps "decreasing?" Be aware, my sons and daughters, for your efforts do not go unobserved or unheeded.

Have you never seen the sly character, Slippery Sam, casually stroll into the library, slip quietly into a chair, pick up a paper (upside down or sideways) and proceed to pretend to read while his eyes rolled around as he waits for his chance? At last it comes. He slinks into an alcove, snatches a book, and quietly slips it under his coat. He then glances around and stealthily creeps from the library looking not unlike the Hunchback of Notre Dame.

The ridiculous part of this is that it would be ever so much easier if he would simply go to the proper section, choose the needed book, walk over to Miss Hassell's desk, sign it out, and be on his merry way like Honest Homer. Try it some time as it may work. That is what libraries are for you know.

Briefly, in passing, who is the member of this Hush family who has Wilkinson's "New Voices,"

(Continued on page two)

## ANONYMOUS LETTER PROVIDES MATERIAL FOR REFLECTIVE THOUGHT

### WHAT MAKES A TEACHER?

I have been sitting here, tonight, trying to answer that question. Maybe you can help me. All night long, ideas have been crowding into my head; but when they come like this, in bunches, they get all twisted up and I can't separate them the way I would like to. Maybe I need a course in Psychology. Anyway, I'm wondering...

Are you to become a teacher because you like kids? Now you know that at times that can't be the real reason. Just think of the many times you have felt like crowning some of them. There ought to be a better reason.

Maybe you want to be a teacher because you think it's a good deal. But how can it possibly be a good deal? The pay is so low the Government is going to start paying you an income tax.

Hours, maybe? Well, some people work in banks and their hours are short, too—but they don't ever seem to have thirty screeching, coniving, geniuses of mischief to contend with at all. And they get paid more, too

—or just how do they get money? Maybe I ought to work in a bank. At least that way I'd get the feel of money, even if I couldn't keep most of it. But that is neither here nor there.

Maybe you want to be a teacher because it is such a good life. A good life? I don't think so. You teach, hammer, pound, motivate, test, review, put extra hours in club, shops, after school sessions and anything else the big wheels can wheedle out of your spare time when you're not making plans for lessons, correcting papers, supervising plays, advising, cajoling, or racking your brain for newer and better means of motivation. Maybe at times you feel like being the wrench that could be tossed into the wheels of educational progress. Maybe I still need that Psychology course.

Could it be, could it possibly be that you elected to be a teacher because you felt that you could contribute into making your small, worldly existence into a sort of, "Way of life?" Now that I think about it, I come to the conclusion that might possibly be a good reason

(Continued on page six)

## ADELPHIAN SOCIETY COMPLETES GIRL'S CLUB TRIAD ON CAMPUS

Ten girls of the freshman class have announced the formation of a new girls club on campus. The name will be "The Adelphean Society" and the symbols will be Sigma Alpha Delta.

According to the charter members, the aims of the club are three:

1. That as many members of the class as possible may enjoy the benefits of belonging to a sorority; participating in its good times, etc.

2. In anticipation of the increased enrollment due to the community college program next year.

3. To help relieve the tension and rivalry between the existing girls clubs.

The faculty sponsor for the new club will be Signe Antilla of the Junior High. Official permission has been given by Dr. Sanders and a copy of the Adelphean charter will be sent to the Student Co-op for approval.

The charter members are Eileen Ivons, Nancy Kenney, Arlene Bonitz, Helen Mullin, Betty Pechulis, and Helen Robinson,



New Club Officers

with the officers Jo-Ann Zwiese, President, Noreen McDowell, Vice President, Norma Pendergast, Treasurer, and Beverly Sherwin, Secretary.

Pledges will be sent out as soon as the club is fully organized.



1947

Member Associated Collegiate Press

1948

BOARD OF EDITORS

Editor-In-Chief	Bernard C. Harcourt
Associate Editor	Frank Harrigan
Feature Editor	Ellen Bonitz
News Editor	Henry Cembalitz
Sports Editor	Bob Curran
Make-Up Editor	Bill Burke
Exchange Editor	Jean Conaty
Business Manager	Ken Stone
Advertising Manager	Vin Di Sessa
Adv. Assistant	J. Eisenhaure
Proof Readers	M. Gibbons, L. Miller, G. Hanley
Staff Artist	Dick Porteus
Staff Photographer	R. Nearine
Production	Don York, Mal Oliver, Ted Miller.
Distribution	Ed Sandomierski

STAFF ASSISTANTS

Jack Legere, Jerry Richardson, Jack Greenhalgh, Fran Bolger Ray Forrest, Ken Skinner, Jim Gibbons, Leo McManus, George Mailman, Bette Erickson, Marge Whitney, Jo Ann Zwiesele, Del Girad, Arlene Bonitz, Jean Jarvis, Tom Convery.

PERSONAL GUIDANCE-A STUDENT NEED

In a Teachers College in another state a poll was recently taken to determine the type and extent of the various problems that were troubling the students. As that college has an enrollment similar to that of this college, we can briefly study the results attained there and correlate them to this school.

The measuring device used was a list of 330 problems that are common to college students. Those most prevalent are listed below.

1. Adjustment to college work. (Such as, "Don't know how to study effectively, Can't concentrate, Limited vocabulary.")
2. The Future, Vocational or Educational. (Such as, "Being restless at starting life work, Doubting wisdom of vocational choice, Wanting advice in next steps after college.")
3. Curriculum and Teaching Procedures, (Including, "Dull classes, Unfair grading, Wanting courses not offered by school, Difficulties of study in living quarters.")
4. Personal-Psychological relations. (For example, "Lack of self-confidence, Fear of mistakes, Day dreaming.")
5. Social and recreational activities. (Including, "Too little chance to read what I like, Lacking a place to entertain friends, Unskilled in conversation.")

Students had the most trouble with No. 1 (adjustment), and their most serious problems were in the recreational and vocational areas.

There can be no doubt from the above that our students are troubled with problems that are practically identical. Such problems, when left within the students, tend to kill interest, hamper adjustment to college life, and interfere with efficient study. But what else can you, as a student, do to get advice on your problems? What has been done to provide the needed guidance?

We used to have the Student Life period, theoretically an hour set aside for consultations about marks and student problems. At this time all teachers were in their offices, and were to be available to dispense sapient guidance to any student. That the theory failed is evidenced by the disappearance of the hour from the schedules. Another approach is the new orientation course given all freshmen, but this course has proved to be more a discussion of school customs and regulations than one of guidance and direction. That leaves but one alternative: consulting the faculty on your own time.

This last plan, while having the advantage of giving the student free choice of his possible advisor, has disadvantages in that it gives the freshmen who know only a few faculty members a very limited choice, and tends to concentrate all the problems of the large freshmen class on these few faculty members, or on the class sponsor, who has enough trouble guiding the class activities.

Where are the freshmen, especially next year's huge enrollment, to get their guidance? Did the Big and Little Brother system have enough merits to warrant its return to practice next year? What do you, the students, think should be done for advice on your problems?

Campus Chatter

Spring has a head start on campus since vacation. All the girls appeared sporting shorn locks, and all the would-be diamond heroes have dug up battered baseball caps. Jerry Snow has been casing the new field with a plan to put in bleachers for his fans. Vic Ciesla is upholstering the job with lots of assistance from Sully. Larry Walsh and Ken Skinner are holding secret practices. The boys claim they are developing a new pitcher with a speed ball like Bill Howatt's rocket. (Mailman says, two to one it's Fabiszewski!)

In spite of the changing seasons, the Miller Hall girls are bridge happy! Nobody is quite sure of the correct way to play but you have to be a "graceful dummy" to rate entrance to the inner sanctums these days. Jean Cadwell walks around with a dreamy look in her eye, and Teddy Hanley is quoted as saying, "I bid the SLOW SEVEN."

Bette Erickson, a promising reporter on this paper, while covering the news has to sit in on the games, therefore has developed a fine bridge technique. Pat Ryan thinks bridge has to do with construction, and therefore I. A. "I'm strictly Elementary," she is quoted as saying. Marge Whitney is throwing in a couple packs of cards to every new Sax pledge signer.

Yes, Spring has definitely struck its nose in at FTC. Shirley Rice has just emerged victor in a vicious fight with Mr. Measles while Franny Burke and Zip Csiesek sweated it out. Mumps was also an unwelcome visitor at Palmer while the boys kept measuring the glands daily. Who is this new combo, Mul and Mul? Ruthie Dennis and Noreen MacDowell are humming the scales ever since the Holy Cross Glee Club Concert. Madeline Pagel is contemplating accordion lessons. In honor of the balmy weather Poetess Marian Kennedy has picked up her pen.

*'Tis Spring, 'Tis Spring  
The boid is on de wing  
My woid—how absoid  
I thought de wing  
was on de boid!*

Hearty congratulation to two "home run hitters", both members of the I. A. Dept. Their wives presented each of them with a baby boy during the winter vacation. Mamas and sons are doing fine. Oh! The papas names?—Jerry Richardson and Lorry Caney.

Did you know that Mal Oliver's son is nine months old?

T. C. WEST POINTER

(Continued from page one)

with life and duties of the undergraduates of the other academy with a view of enhancing relations between the military and naval services.

Cadet Gearan was appointed to the Military Academy by Congressman Philbin. Prior to entering the Academy, Gearan attended Gardner High School and Fitchburg State Teachers College.

THE MAIL BOX

To the Editor:

I have attempted to exclude any and all personal prejudices from the following treatise. I realize how prone we are to weigh all matters at their face value and on the basis of what we see in the course of our unquestionably limited way. I do sincerely hope that my statements carry no offensive tone of finality to them but rather, that they will elicit both counterclaims which I hope will appear in the "Letters To The Editor Column."

It seems to me that Philosophy has no place in the Teachers College Curriculum. The fact that the study of the History of Philosophy make us more cultured goes without saying but if this is all we have to recommend it we had better take stock.

If a "History of Great Men's Metaphysical Approaches to the Why of Things" could be taught absolutely objectively we might reconsider. But does anyone really believe that one can come in contact with fourteen different Philosophies, some diametrically opposed to one another, and not literally blow the lid off an academic subject loaded with potential dynamite. Of course there are those who are unable to see the dangers involved but the majority of intelligent students, I feel, can only become confused because the course is unable to furnish answers to the questions that such a study creates.

To find that what we once held as sacred and inviolable has been refuted by minds as great as those who were once the backbone of our respective religions or our philosophies is a treat to which none should be exposed.

I say that unless our course is converted into a four year course or unless the study of the major premises set forth by all the Philosophers is supplemented by courses given by clergymen and the like, we will never find out the true value and objective worth of the subject.

They say that college removes the shackles of coercive ways of living, thinking and acting. I would say, however, that the short, inadequate, teasing nature of our Philosophy Course should force us to take time out for a second look.

I have not mentioned here the manner in which the present course has been presented. We have no complaint apart from the fact that no man can teach any subject without injecting deliberately or inadvertently his own biases and prejudices. Now this of all our considerations is the least valid as a proof of our objections and a proof of a critical necessity for changing our present curricular set up.

In case there are those who consider this little harangue as typically sophomoric and as the nonsensical utterings of a smarty pants I would like them to talk to some of the local T. C. students who have had their curiosities aroused by both the specious philosophies and the more rational philosophies set forth by wise, intelligent and sometimes holy men.

Now if the number of these lost souls is too few to warrant even some discussion on the matter then let my words go on record as well put but rather pointless in the long run.

What I'd like now is to see some good answers in the Letter Box from both students and faculty members. That's what schools and newspapers are for.

Raymond Forest

FAMINE IN LIBRARY

(Continued from page one)

and who is the tricky trio which has hoarded the three copies of Terman's "Studies In Genetics?" And while we're inquiring, who is the gay blade who has "Toasts For All Occasions?" Surely you must have learned them all by now.

Rules are made so that the majority may benefit from them. Many times a whole assignment may be fouled up, putting the teacher as well as the student at a great inconvenience because of someone's thoughtlessness. There is a modification of the rules, in case you did not know it, which provides for permission to keep books for special assignments, for a great length of time.

Seriously, it does seem that grown men and women of college age, the cream of the country, could have enough sense of responsibility and plain common honesty to use the books in the library without having to resort to theft. This laxness is a serious matter and deserves everyone's support in seeing that no more books are taken out without being charged, that charged books are returned in time, and that those that are missing are returned.

Dangerous Dan, the private eye, and his sleuth with the "Adler Elevators" are watching you. Were you a "book-snatcher" this month?



## UNDERCLASSMEN SHOULD PREPARE NOW FOR SENIOR INTERVIEWS

### PLAN NEEDED BEFORE INTERVIEW

To you who are in the class of "50" especially, but also to the sophomores and freshmen, I am addressing this dissertation. All too soon you will be seniors, forced to make important decisions,—decisions which will affect your entire post-graduate life. Now is the time for you as underclassmen to give a little time for prolonging your future. Tentative decisions, or at least a preamble to guide your thoughts should be formed. Don't wait until your senior year and find yourself literally "hit between the eyes" with perplexing problems.

The most important decision you will have to make is: where you want to teach after graduation. This, of course, should bring thoughts of the interviews with visiting superintendents. This is always a vague, distant happening to underclassmen, and a "going-on" about which most of them know very little.

Interviews, however, can be either nerve-wracking or beneficial to both parties concerned. Know your own qualifications and capabilities when you enter any interview, for these are the things that the superintendents are looking for in choosing teachers. Answer the superintendents questions sincerely and to the best of your ability. For heavens sake, don't be a shrinking violet.

Perhaps at this time you would be interested in some of the questions which will arise during a typical interview. Among these questions, will be the primary one concerning salary. Salary is of course important, but its importance is variable with the individual. However, when choosing a school system, the new teacher should also consider the educational benefits which he will receive from the different systems. Choose a system which will further your learning and not bring it to a dead end. Make the most of every opportunity offered.

The next question will undoubtedly be one concerning supervision. The amount of supervision you will receive is not important, it is the kind of supervision which is of chief concern. Able directions and guidance in your first year will serve as a motivating force, which should in turn stimulate a keen desire to better your teaching. Other questions which will be asked during the interview will follow a routine pattern such as this: What grade will you prefer to teach? Can you sing, or play a musical instrument? What reading systems are you familiar with? Do you think you would like to teach in our town?

When the time comes for you to make your final decision, don't be too hasty. Consider all the pro's and con's, weigh all the advantages and disadvantages.

A word to the wise is sufficient, give some serious thought to your future!

*You can always tell the Freshmen by their timid, bashful looks; The Sophomores you recognize by their interest in books. You can always tell the Juniors by the crazy songs they sing; But when it comes to Seniors, you can't tell them anything!*

## NEWS FROM CLUBS AND SOCIETIES

**Ed. Note:** The Editorial Board of the Stick has decided to supply space in each issue to be used by the fraternal clubs and societies on campus. The only restrictions on the material submitted are that it be interesting to the student body as a whole, and contain no filler or sport items.

It has been a long, long time since space has been allocated to the various clubs and societies on campus. We feel that there is much that has been happening concerning the Mohawk Club that the school is interested in.

First let us go back to Fun-Nite, which, in cooperation with the Tokes, was both a social and

financial success. We wish to take this opportunity to thank all of you who helped us. The proceeds were wisely used in purchasing the electric clock and horn used at all the basketball games. Ping-Pong sets were donated to the Jr. High by the Club for the wonderful cooperation they gave us.

Many familiar faces are missing around campus due to the graduation of several Hawks. To help offset this we welcome back to the Club one of the older Hawks, Joe Atchue.

Plans for the annual Gav-Hawk Dance are well under way with committees of both Clubs working hard.



Have you ever asked yourself whether we Americans have a culture all our own, or are we merely trying to save what has remained of the little European culture our progenitors brought over with them less than 125 years ago? Or are we still obliged to turn to Europe in an attempt to forestall a period of inevitable stagnation for which we are headed? Will 1998 find us a culture-less country shackled by a too scientific, too mechanical way of life?

We, the future leaders of these United States, must realize what we are up against. This is an age where culture may be defined as the sum total of non-academic education, book-of-the-month clubs, smoke filled bars, a rising rate of alcoholism, planned parenthood to a point of annihilation, sex-deification and stupid, pointless movies.

Our concepts of morality have been made to fit people which fact is as paradoxical as shrinking one's head (African fashion) so that one may wear new style hats. Television now eliminates any thinking we might have had to do when radios were our medium of entertainment. Even in the entertainment world we find that seven people out of ten are occupied entertaining the ten. Do we Americans have that little initiative, creativeness and general good humor that we are not able to create our own entertainment?

Of course we must admit a singularly influential change in our American way of life that excuses much of the above. That is the urbanization of the greater part of our population. But nevertheless does that call for some of the values we hold which we must sum up as our culture?

Unless a man owns a Dynaflo Buick he must take a back seat with those that count. Unless a woman wears "Parfum De L'Ectase" she is just an old fog-

gie. Unless our young men just out of the army don't live with mistresses they lack virility. Unless you have read "The Untamed Bride" by Porno H. Graph, a novel of unmentionable interest, you are hardly well read. Unless you belong to the "Americans First and Foremost especially where Negroes, Eskimos and the Common Man are concerned Club" then you are a reactionary. You are not a liberal and finally you are a poor American.

Every once in awhile we do run into people that are genuinely interested in knocking themselves out for the love of humanity. And what really gets us is that these people, rather than passing by in the parade of life unheralded, are presented to us in the press as being rarities. In this day of grab-all-you-can and to hell with everybody else have we arrived at this? Men of real culture, men of virtue, men with the love of God in them are held up not as models or paragons of things much to be desired, but rather, as anomalies and discrepancies in our midst!

In the field of music, melody has given place to distortion, dissonance and an altogether too mechanistic and restless character. What once used to be a medium for expressing the beautiful and the true has been perverted to use of clashing color and amorphous pieces of Freudian "stuff." Sculpture as well as painting has undergone the transition from the enjoyable to the questionably esoteric "Freedom-of-Expression" phase.

We do not now nor shall ever, condemn as foreign to culture any progress we can make in, for instance, alleviating pain or in creating household aids for the housewife. But we believe that the free time thus resulting has been improperly put to use. If doctors can make childbearing safer it should follow that we have a higher berth rate. It is this paradox that floors us.

Can you blame us for asking, "America—Where are we headed?"

# STICK POLL GIVES INSIDE STORY ON SUPERINTENDENT STUDENT INTERVIEW

## POTENTIAL EMPLOYERS ANALYTICAL QUESTIONS BAFLE STUDENTS

In the interest of the many students who are eager to learn what the "Interview" is as referred to by the graduating Seniors, the Stick took a poll of many of the interviewed people and came up with the following information. In general, these are the first impressions the Superintendents make on the future teachers and the question most frequently asked of the people who will shortly be expounding their theories in Education.

The Superintendents impress the Seniors this year with the following;

1. They are very direct, brief and to the point.
2. Their friendliness impresses the candidates enough to warrant second place in this evaluation.
3. Their very frank and fair evaluation of the school system the future teachers will probably enter.

Here are the most general questions asked;

1. Your age
2. Your full name, including your full middle name, if any.
3. Your marital status. This includes a statement on whether or not you plan to be married in the near future.
4. Are you willing to cooperate with the other teachers in the system?
5. Do you worry much?
6. Are you afraid of success? Do you keep away from people?
7. What means of motivation do you think is best?
8. What are your feelings toward discipline in a classroom?
9. What do you think you might do with your extra time? If you have any, that is.
10. Can you give a rough out-

line of the course you propose to teach? If you can, you are asked to talk about it for a few minutes.

11. How large a class do you think that you can handle satisfactorily.
12. What were your major studies in High School?
13. What did you do after you graduated from High School?
14. If a vet, the branch of service.

15. Experience other than school. This includes Service experience, industry and part time labor.

You will be given an evaluation of the school system you may be part of and you will be told about the town in which the school is located. Its advantages, type of people in the community, cost of living and the type of student you are quite sure to be asked to teach, will constitute part of the general, overall picture.

In financial matters, usually what is said or quoted at the interview is definite, with no loopholes attached.

In matters concerning tenure, higher education and advancement, the first step should be made by the candidate, Superintendents make no point of telling about these things.

If you have left an interview and there are still questions in your mind concerning your employment, then you have failed to do your part in choosing for yourself a safe and secure future teaching position.

You may even wind up like Aronsen Liter, whose adventure in an interview will be found elsewhere in this issue.

## SURE CURE FOR ANY WORK COMPLEX

Aronsen Liter is the type of fellow who "knows." He's been everywhere, knows everything. Just ask, he'll tell you.

Just the other day Mr. Liter applied for an interview. A job was in the offing and Aronsen knew it was his if he played the ropes correctly. Or so he thought when he saw the two men make ready to receive the candidates. . . . .

When his turn comes, Aronsen slides the wad of gum into the back of his face and approaches the door of the conference room like a slow moving freight train. His bloodshot eyes, sunken in a three-days growth of beard, envelope what little they can make out and when they perceive the two men start uneasily and almost leap to their feet he thinks, "Ah, already I make an impression."

Regaining his composure although quite visibly shaken, the older of the men speaks to the dungaree-clad individual whose lumber-jack shirt of yellow and red dances before him, "My name is J. Onslow Ridgeworth, and this, turning to his Department Head, is . . . . ."

"Boy! I thought you guys were tough but I ain't never seen one what had to have a body guard; ha, ha, ha, ha," rasps Aronsen, getting a charge out of his impressive remark.

"Mr. Jonathon Kernelg," finishes the Superintendent, trembling visibly again. Mr. Kernelg

extends his right hand and Aronsen envelopes it in a grimy oil-smearred one which exerts tremendous pressure, breaking four of the man's bones. Between groans the man stammers, "Pleased to meet you," and lurches toward a chair but Aronsen is quicker and like a tugboat topples over one chair while conveniently spreading himself over three others. The Superintendent mutters, "Pleased to meet you. Mr. Liter." But Aronsen is busy holding a match to an old cigar butt.

The acrid stench fills and engulfs the room and its occupants, two of whom gag uncontrollably. But Aronsen takes no heed of the proceedings; he is dreaming about the fine, new building he'll be in charge of, of the ten students twice a week for forty minute periods at \$2600 per.

Through the fog, words reach him and he answers impressionably;

"Hobby" . . . . . "Smoking cigars, free ones if I can get 'em."  
"Age" . . . . . "Old enough."  
"Marital status" . . . . . "Huh?"  
"Success" . . . . . "It comes natural, brother, it comes natural."  
Etc. Etc. Etc. Etc.

Ten minutes after his entrance, Aronsen makes his departure, saying, "Well, so long, be seain' ya." Then he forces a handshake after being told painfully, "Sorry, but our situation does not demand a person of your ability."

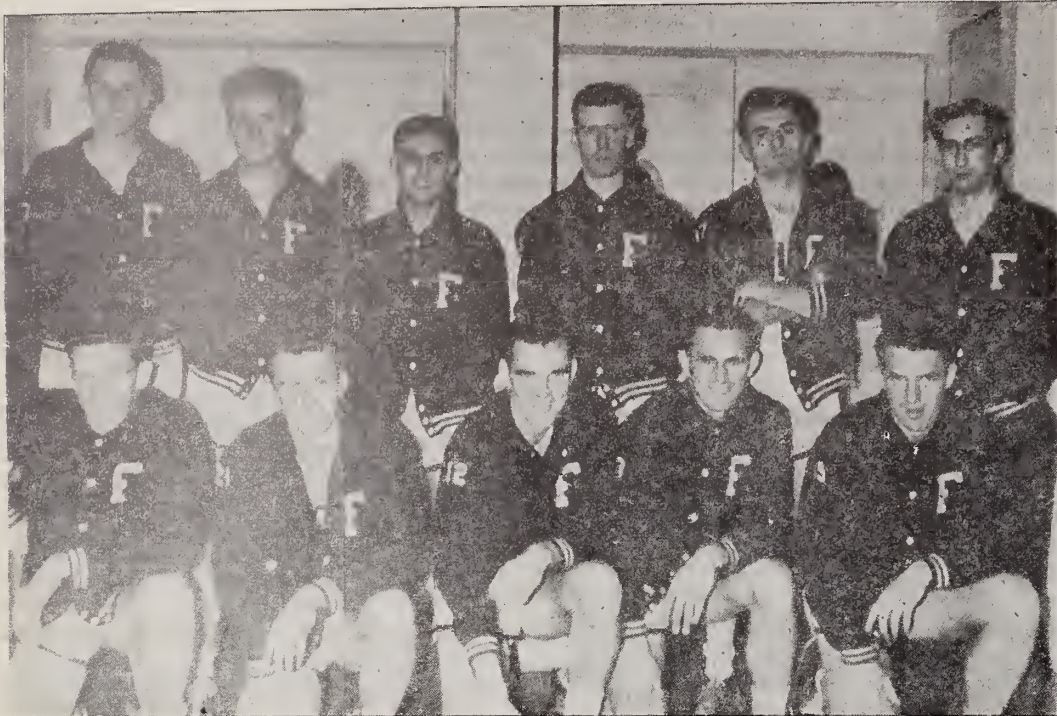
The two men collapse when Aronsen kicks over the one remaining chair still upright and breaks the glass enclosed door on his exit.



# Stick's Annual Sports Review

## BASKETBALL CAMPAIGN CLOSES WITH HOPES FOR NEXT YEAR

### VARSITY BASKETBALL SQUAD 1948-49



### COMMUNITY COLLEGE TO BOLSTER TEAM

The addition of some 460 new Freshman faces in 1949 should be a shot in the arm to the sport picture here at F. T. C. next year. The increased enrollment will make the competition keener in varsity sports and add a new lustre to the brand of play.

The soccer team will be in need of many new faces next fall as the 1949 edition of the team will be composed mostly of seniors and juniors. Soccer, being somewhat a strange picture on the American scene is a sport that requires intensive tutoring in order to gain an efficient playing knowledge of the game. So with a greater participation of underclass-men, soccer should remain a major sport in the Institution. Basketball will undoubtedly be bolstered as a result of the addition of the new Scholastic plan. This season poor showing of the basketball team left much to be desired in improvement. Among the main causes for the disaster was a lack of good substitutes.

### FALCONS DROP 20 POINTS IN NATIONAL RATING

In the National Collegiate Basketball Ratings of Dick Dunkel, the Fitchburg Teachers were given an 18.4 rating. This was far below our rating of last year that hovered somewhere in the middle thirties.



Left to rt. - Front Row; Lin Erickson, Bob Farrar, Captain Jerry Millane, Ed. Sandomierski, Dick Rege. Rear Row; Ralph Clough, Dick York, John Kiosses, Jack Gainey, Joe Paton, Manager Bill McCullough.

### FINAL RESULTS VARSITY GAMES

U. of Mass. (Devens) 71 — Fitchburg 34
Salem Teachers 46 — Fitchburg 45
Gorham Teachers 52 — Fitchburg 50
Fitchburg 49 — Bridgewater Teachers 45
Fitchburg 53 — Plymouth Teachers 49
R. I. C. E. 51 — Fitchburg 46
Plymouth Teachers 50 — Fitchburg 46
Worcester Teachers 56 — Fitchburg 52
Fitchburg 58 — Keene Teachers 39
North Adams Teachers 44 — Fitchburg 42
Keene Teachers 78 — Fitchburg 63
Farmington Teachers 62 — Fitchburg 56
Fitchburg 45 — North Adams Teachers 44
Gorham Teachers 56 — Fitchburg 46
New Britain Teachers 73 — Fitchburg 36
Fitchburg 68 — Albany Teachers 57
Fitchburg 61 — Salem Teachers 52
Clark University 68 — Fitchburg 46

Team Scoring			
	Field Goals	Fouls	Total Points
Fitchburg	338	219	895
Opponents	399	195	995
Fitchburg averaged 49.7 points per game			
Opponents averaged 55.1 points per game			
Free Throws			
	Attempts	Successful	Percentage
Fitchburg	422	219	53%
Opponents	407	195	48%

### INDIVIDUAL STATISTICS

	Goals	Fouls.	Total Points
Farrar	75	41	191
Millane	58	50	166
Sandomierski	56	25	137
Erickson	44	24	112
Kiosses	35	21	91
Rege	23	26	72
Degulis	13	19	45
Paton	16	5	35
Gainey	9	0	18
York	6	3	15
Harrington	1	4	6
Clough	1	1	3
Bellas	1	0	2
	338	219	895

### TURBULENT SEASON GIVES TEAM 6 WINS IN 20 CONTESTS

### YEARLINGS SHOW PROMISE SPLIT ELEVEN GAMES

The Junior Falcons under the coaching of Ned Cunningham, sported a more enviable record than did their bigger brothers. The J. V's. ended the season with five wins as against six setbacks, having a 39 point game average as against the oppositions 36. Gainey, Costello Clough, and York provided the offensive punch for the "yearlings", with Bellas and Sullivan playing a steady game in the back court.

### ARMY PLANS INCREASE IN CHICKEN DIET

Twenty-three thousand second lieutenants will be commissioned in the Army under the new Second Lieutenant Procurement Program, according to Major H. A. Gould, who visited Fitchburg recently in connection with the program.

Major Gould stressed the fact that the Army is not seeking to persuade college students to leave school in order to apply for commissions. He emphasized that applicants are not eligible who are attending or due to attend college at the time of their entry into the service.

Basic requirements are; one year's active service in any of the armed forces between December 7, 1941 and June 30, 1947, separation from the service under honorable conditions, and at least two year's study toward a degree at an accredited college. Applicants must be 19 to 31, inclusive.

Major Gould, a member of the examining board for applicants under this program, established at the Western Mass.-Conn. Army and Air Force Recruiting District in Springfield, said that successful candidates will be commissioned in the Officers Reserve Corps.

After being commissioned, they will undergo twelve weeks' training at an officers school. Upon completion of the officers school, they will continue on a two-year tour of extended active duty, during which time they may compete for regular Army commissions.

Application blanks and detailed information concerning the Second Lieutenant Procurement Program are available at all Army and Air Force recruiting stations.

The Stick has made an arrangement with the post office to provide a suggestion box for those who would like to have their particular improvement incorporated in this bi-weekly newspaper. Those who have a pet peeve, gripe, criticism or revision may register same by simply addressing a note to, "The Stick Suggestion Box, % Postoffice, F.T. C." The notes may be signed or unsigned, and comments can be constructive or otherwise. If you like our paper, tell others. If you don't like it, tell us.

### FARRAR LEADS FALCON SCORERS WITH 191 POINTS

The 1948-49 basketball season started and ended in a "horrible nightmare," as the Falcons lost the lid-lifter to Devens 71-34, and were walloped in the finale by Clark University, 68-46. It proved to be the worst season suffered by the Fitchburg State College Quintet since the revival of the Teacher College Basketball Conference in 1946. The team played an 18 game schedule that included 11 conference games and seven games with independent teams. The schedule consisted of nine home games and nine on the road.

The "Falcons" ended the season with a record of 6 wins as against 12 losses. In conference play they posted four wins as against seven defeats, putting them in sixth place ahead of the Salem Teachers, cellar dwellers of the league. While outside of the conference the "Falcons" gained victories over the Bridgewater Teachers, and the Albany Teachers of New York, as they lost to such non-conference teams as U. of Mass. (Devens), New Britain Teachers, Rhode Island College of Education, and Clark University.

In his second year as mentor, Bill Provenzani had his headaches in trying to find a winning combination. Bill saw his boys blow sizeable leads as they seemed to fade away in the second half. Several times they built up leads of 15 or more points, only to end up on the short end of the count. The "Falcons" were victims of a pair of 2 point losses and a single 1 point defeat.

The outlook for next year will be a little more encouraging with only one member of this year's squad lost through graduation. Although, the loss of Captain Jerry Millane won't be taken too easy by the "Falcon" mentor. In his three years of varsity play, Millane has accounted for 793 points. This was the worst season the "big boy" has had. Hampered by a sore back, he was limited to an average of 11 points per game, far below his 17 point average of last year.

The exceptional work of Johnnie Kiosses and Joe Paton during the latter stages of the season seem to give us a better indications of things to come next season. The improved play of York, Gainey, and Clough should afford them with the necessary berths in the varsity lineup, as they combine their talents with Farrar, Sandomierski, Erickson, and Rege. Coming up the ladder, we have Bellas, Costello, Rajala, Shaw, Smith, and Sullivan, all members of Ned Cunningham's Junior Varsity Quintet, their valuable experience this season should give Coach Provenzani his much needed depth.



# GAVS UPSET HAWKS-FORCE INTRAMURAL LEAGUE PLAYOFF

## EPSILON

(Continued from page one)

too attended.

The program included a chicken dinner, followed by panel discussions which was headed by Mr. Aimo H. Teittinen of Weston and Mr. Henry A. Lambert of Newton. Mr. Teittinen discussed "Problems Involved in Planning a Comprehensive General Shop." Mr. Lambert discussed "Problems Involved in Planning a General Unit (Metal) Shop." The discussion was interesting and educational as both men are authorities in their fields, having achieved enviable reputations for their skill in developing their respective types of shop.

The committee in charge of the meeting consisted of Everett E. Koehler, Sponsor; Ernest F. Miller, Chairman; Thomas McDonough, and William Howat Co-Chairmen.

## STICK POLL REPORTS

(Continued from page one)

Arlene Bonitz - Freshman - "I don't like the idea of double cuts before a holiday. It seems unnecessary."

Marion Chesnick - Sophomore - "Swell."

Connie Bovenzi - Freshman - "I think the cut system is as fair as it could be."

Suffering Freshman - "How about a cut in speech?"

Norma Pendergast - Freshman - "Cuts are heaven's gifts to the student. The cut system is good as it stands now."

Timothy O'Harpy - Freshman - "I think that as long as I do my work on reports and assignments and pass my tests satisfactorily, that I ought to be able to take as many cuts as I like--and they should not affect my marks so long as I do the required work."

### TOKE'S ASSEMBLY

Tuesday, March 22nd is the day for which the Tokes have been diligently rehearsing and the day on which you will have a chance to take a trip with them to the land of the Emerald Isle. This being the month of the shamrock and the wearing of the green, the Tokalons in all appropriateness will take you on a "Slow Boat" a sequel to Jerome Kern's "Show Boat," and give you a glimpse into the land of Erin. Top-notch Irish talent has been imported from the old country with the hope of adding to the performance, so remember the date and don't miss this "new-type" entertainment.

### NIGHT

After the sun has set, and after dusk has turned the reins of time to Evening, there is, for a brief instant, almost complete darkness. It is then that a wondrous spectacle takes place.

Evening arouses from deep slumber one who transforms the heavens into the awe-inspiring Celestial Lamplighter pauses, magnificence of Harvest-time, turns to view his handiwork--- and Autumn, and Spring, and and smiling, hands the reins of Summer. As if on invisible, lofty time back to his constant companions, this one hastens about

## KIOSSES TO SPARK TEAM NEXT YEAR

John graduated from the Gardner High School in 1947, where he played varsity basketball for a highly successful team. He is 20 years old, stands 5 feet 8 inches and weighs 140 pounds.

Last year as a Freshman, Johnny was quickly cut from the squad, but later proved himself by being the outstanding player in the Intramural League. This year by his aggressiveness on the court he has collected a group of loyal followers.

Johnny is without a doubt the most deceptive man on the varsity squad. His defensive play this year is a true testimony to his ability to stop his opponent from scoring. On the foul line this year, Johnny converted 21 out of 27 tries for an average of 73%. It is one of the highest percentages attained by any member of the Varsity squad in many a year. At one time during the campaign, he ran up a string of nine consecutive conversions before missing.

## PHILOS DEFEAT TOKES IN FIRST INTRA-CLUB GAME

On the evening of February fourteenth, the Philodemics defeated the Tokalons for the second time. The striking force of the Philos proved too much for the Tokalons who challenged the Philos to this game.

In the outset it looked as if the Tokalons might have a fighting chance but they were not able to score more than 11 points. This made it possible for the Philos to win with a score of 29-11.

Joan Carroll and Ruth Vokey both played an outstanding game for the Philos with their fast passing and accurate shooting. The Tokalons were not able to gain on the Philos or prevent their scoring. This game marked the beginning of sport competition between these two sororities although they had previously met in the intra-murals sponsored by the W.A.A..

## INTRAMURAL SCORING

Player	Team	F.G.	F.T.
N. Kenny	Gremlins	18	3 39
A. Kimball	Fr. Nurses	18	3 39
S. Foster	Turtles	16	5 37
R. Dennis	Hot Shots	14	2 30
M. Chesnick	Turtles	13	1 27
L. Miller	Gremlins	11	2 24
A. Bonitz	Gremlins	11	0 22
B. Sherwin	Hot Shots	11	0 22
J. Mills	Fr. Nurses	10	0 20

his task. In his path, as he wings his way across the heavens, a single star comes to life and twinkles, alone.

Then another and another and still another star is lighted, till finally there are myriads of shimmering stars, like priceless gems, sparkling as far as the eye can see. Then this mighty traveler beckons to the moon, and that great orange orb peeps over the horizon; and far, far away, the heavens into the awe-inspiring Celestial Lamplighter pauses, magnificence of Harvest-time, turns to view his handiwork--- and Autumn, and Spring, and and smiling, hands the reins of Summer. As if on invisible, lofty time back to his constant companions, this one hastens about



Johnny Kiosses

## CLARK QUINTET WALLOPS FALCONS

The Clark University Quintet handily walloped an erring Falcon Five in the season's finale, 68-46, at the former's home court on February 19. This defeat left the Teachers with an overall record of 6 wins as against 12 losses for the year.

Displaying a fast break, the Worcester boys romped over the Falcons in the closing moments of the game. Up until this point the Locals managed to stay within three points of overhauling the opposition. But in the final session the Clark five began to hit with unerring accuracy and finished with a 22 point margin.

After an uphill struggle the home forces took a short-lived lead in the first half, 16-14, before Greenwall, the Clark forward, began to click and help his team to a half time lead of 30-22.

## WHITE HOOPSTERS LOSE SECOND TO GREEN

The second game between the green and white teams was played Wednesday, February 16th, in the college gym. The Green defeated the White team for a second time. They overpowered them with a score of 44 to 26.

The first quarter gave the impression that this game was going to be a close one. However this was not the case for after the first quarter the Green team did not allow the white to get within five points of them.

The game still remained the fast moving game it started out to be but instead of being a seesaw battle it was the power of the Green team showing all the way.

Sue Foster was the star of this game throwing basket after basket. The fast moving and accurate passing of her teammates allowed her not only to be high scorer for her team but to make as many points as the entire White team made throughout the game. Only two of all the points that she scored were free foul shots.

Miss Corvotta did an outstanding job of keeping the game running smoothly in the capacity of both referee and umpire.

## WINNER OF GAV-HAWK GAME TONIGHT TO MEET SLOW SEVEN FOR LEAGUE TITLE.

## PATON SHINES AS T. C. DEFEATS WITCHES

The Falcons of Fitchburg worked up little more than a sweat as they tore past the Salem Teachers 61 to 52, at the Salem Gym. It was the fourth Conference win for the Falcons in 11 starts.

Despite a second half rally by the Salem Witches, it was apparent from the start that the Falcons would chalk this one up on the black ink side of the ledger.

Employing reserves in a far better fashion than before and utilizing the foul line in a more effective manner, Fitchburg was the smooth functioning machine that it has been in the past. Except for a brief phase when the defense crumbled, the Falcons always had the situation under control.

Millane started the Falcon scoring by connecting on a foul try, and at the end of the quarter the Locals had an 11-4 lead. Set shots by Paton and Erickson brought the Falcons lead to 23-14 as the half ended.

In the second half the Salem Quintet broke fast and whittled the lead to 3 points, 38-35. At this point the Falcons rose to the occasion, and with Paton showing the way, added six more points to salt away the game.

Paton ended the evening with the best showing-19 points. Other Falcon tallying was fairly evenly divided with Erickson (13) and Millane (10) the pace setters. Salem's Powers and Colmer were high with 12 and 14 points respectively.

The Salem J.V.'s handed the Jr. Falcons a 31-29 set back. The Fitchburg J.V.'s had a 19-17 half-time lead but wilted in the closing moments of the game. It was the 6th defeat in 11 tries for Ned Cunningham's JayVees. Gainey and Costello were high for the Falcons with 8 points apiece.

## SEVEN DRAWS BYE FOR PLAYOFF GAMES

By virtue of a 54 to 53 win over the Mohawks, the Gavs threw the Intramural League in a three way tie, forcing a post season play off. The three teams involved in the tie are the Mohawks, Gaveleers, and the Slow Seven.

In a game that put any showing of the Varsity team this year to shame, the Gavs came from behind to nip the Mohawks 54-53. Drama was the keynote: The score is tied 52 all, Nowacki steps to the foul line with 25 seconds remaining to play and swish, the Hawks 53--Gavs 52. 10 seconds remaining Rigopoulos shoots, he scores! The Gavs win 54-53.

Teams	Won	Lost
Gaveleers	6	1
Slow Seven	6	1
Mohawks	6	1
Freshmen	4	3
Epicureans	2	5
Raymond	2	5
Commuters	2	5
Eager Beavers	0	7

The Provenzani men never looked worse this season than they did at Worcester. The boys just couldn't buy a basket when they needed it. As for their defensive play, the Worcester men actually went in uncovered to score on easy lay-ups, time and again.

The Falcons scoring was evenly divided with Erickson scoring 10 points, followed by Sandomierski and Millane in the runner-up positions collecting 9 and 6 respectively. Greenwall provided the scoring punch for Clark, collecting 16 points for the night.

# when DISASTER strikes home



# Your RED CROSS is there

## HELP WITH YOUR GIFT

## CAMPUS BARBER SHOP



FACULTY PERSONALITY-MR. RALPH F. WESTON

ADMINISTRATOR HANDLES SCHOOL-VETS AFFAIRS

If you're a man, if you're a veteran, or if you are one of those many who devote time to the study of mathematics, it has been undoubtedly your lot to come in close contact with F. T. C.'s Dean of men, and Math Department head, Ralph F. Weston?

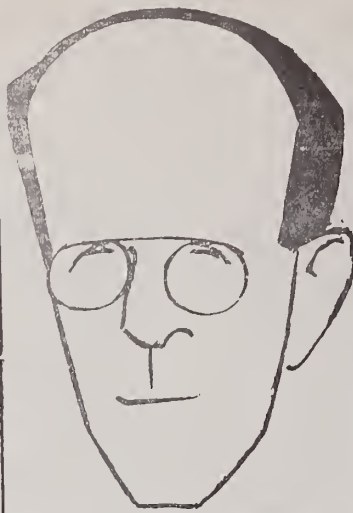
F. T. C. has known Mr. Weston for the past twenty-three years as an able administrator, whose abilities are well recognized.

Mr. Weston received his early training at the University of New Hampshire, having gone to the Granite State from the Fitchburg Normal School.

Math students have always been impressed by the informality with which he has conducted his classes. This is due to the calm pleasing disposition of Mr. Weston. It is this same disposition that enables him to have a close relationship with the students. Although a friend to many students it would sometimes be easier to get into the U.S. Mint than his office. His duties seem to keep the place quite busy.

His "pet peeve" is a classroom where the windows are closed, and the minds follow suit. Whether its eighty above or twenty below zero you will always find at least one window open and two students blue. Perhaps it is cool atmosphere and a highly potent vitamin cereal that is the source of his indefatigable assiduity. Well, let me put it this way, he is energetic, as one can see by observation.

Many a student of Mr. Weston's class has long since agreed that he is one of the greatest boosters for the school. Although you could not say that he is a man with a set opinion, it does take a very good excuse or argument to prove an idea to his satisfaction. Those who have had dealings with him, especially the veterans, will testify to this.



HAWKS AGAIN SPONSOR LOCAL BOY SCOUT TROOP

The backbone of any nation is its youth. It was for the purpose of fostering the ideals of Democracy that the Congress of the United States chartered the Boy Scouts of America in 1921. This being the National Boy Scout Week we think that the students here at F. T. C. should take a more active part in the moulding of the youth of our nation. It was for this purpose that a Boy Scout Troop was organized and sponsored here on campus by the Mohawk Club in pre-war days. When the sponsorship of the Hawks was hampered by the war years, the faculty assumed the responsibility of leading the local troop. Under the capable guidance of Mr. Clark and Mr. Underwood the Boy Scouts contributed to the utmost in the war effort. Now that the Mohawks have again returned to the college to be invited to resume our affiliations with the Boy Scouts of America.

Leadership is an ideal of the teaching profession of which we will soon be a part, and we feel that the invaluable aid that we gain through our association with the Boy Scouts is a worthy reward for any assistance that we may be able to extend to the Youth Of America.

WHAT MAKES A TEACHER?

(Continued from page one)

for your choice. It seems to fit me, anyway, like this;

"I travelled extensively and I saw many of the ravages of war. I saw little kids, crippled, maimed and killed. I saw kids, and men, turned into devilish monsters, seeking, through their despicable actions, the ruin of civilization. And they did these things because they knew no other way of doing things. You know, they believed that they were doing the right things. That's the part, especially, to think about. I thought about it, and I figured that maybe I could change some of these things. Maybe I could teach little kids, and men, a way of life which would be better than that I have seen operate. Maybe I could guide and instill into stout hearts, believing hearts and minds the basic principles of fair

play, freedom of speech and religion, freedom from fear and want. Maybe I could help, in my own little way, to foster the ideals of American Democracy in children, to make them and encourage them to grow into useful, constructive, free-thinking individuals, ready to accept the challenge of life, unafraid to stand for what they believed to be right, providing they knew the right and the wrong ---- and chose the right. Maybe I could prove that race, color and creed are not barriers in a free-thinking society. Maybe I could teach children to become happy citizens who would take part in a just Society whose liberties and freedoms belong to every man, everywhere. You know, I guess maybe that is the reason for my wanting to be a teacher. Or can you give me a better reason?

Or should I take Psychology? Or should I work in a bank?

TEACHING

When you've mastered all the methods  
Penetrated all the ways,  
Wherein those who were successful  
Justified their claim to praise—  
Very precious the possession  
Of the technique and the art,  
But you can not substitute it  
For a sympathetic heart!

Learning will be useless lumber  
If it does not make you see  
That the verb "to know" is never  
More important than "to be."  
And take heed of what you're saying,  
For the pupil, wiser far,  
Will be thinking while you say it  
Of the kind of man you are.

Tis the understanding spirit,  
Tis the soul resolved to give,  
Tis the love behind the lesson  
That can make the lesson live  
Garner every bit of knowledge  
As a miser does his pelf,  
But remember that the core of  
All your teaching is YOURSELF

Dennis A. McCarty L.L.D.

VETS SEEK AID FOR RELATING WAR FABLES

Seeking a better means of expression in order to relate their war experiences, six unadjusted (mentally) war veterans recently completed a course in the Theory and Practice of Public Speaking. Offered by the State Department of Education, the course was conducted for fifteen Monday nights at the Fitchburg High School. Mr. Phillip B. Clarkson from Worcester Polytechnic Institute was the instructor. He offered many practical comments on the contents of each speech and his added emphasis on gestures gave the course an interesting and varied program in Physical Education.

During the fifteen weeks of the course, the boys from T.C. gave speeches on everything from boat building in the Industrial Arts to an enlightening explanation of the S.R. Bond. We feel that we broadened the educational background of Mr. Clarkson.

Let this serve as a warning to ye underclassmen; if you hear one of these ex-G.I.'s clear his throat, run don't walk to the nearest exit, he will probably be one of these refugees from the speech course; Jim Gibbons, Bill Burke, Mal Oliver, Ted Miller, Joe Addante, and Barney Harcourt. Lou Scanlon also ran.

Club officers; if your club is planning an event, be sure to get in touch with THE STICK. We will do the writing—all you have to do is give us the information!

TOWN CLEANERS

DRY CLEANING and PRESSING

NEXT TO COLLEGE SPA

NEW MANAGEMENT

WE NOW LAUNDRER DRESS SHIRTS

Telephone 6618

Fitchburg Engraving Co.

Artwork, Halftones and Line Plates on Zinc

Rear 809 Main Street  
Fitchburg, Mass.

COLLEGE SPA

Hot Meals Served At Noon

"Where Everybody Meets"

RICHFIELD PRODUCTS

For Courteous And Dependable Service

STOP AT Moran Square Service Station

Fred Hallsworth, Mgr.

Rent the latest style  
**Tuxedos**  
for all occasions  
at  
**DiLucci's**  
Day St. Fitchburg  
Tel. 1815

D.BONIS  
THE  
FLORIST

Flowers For All Occasions

715 MAIN ST. TEL. 2244  
OPP. CITY HALL FITCHBURG, MASS.



EMPIRE SHOE REBUILDERS

Burnt Out  
Watch for opening date.

19 Blossom St. Tel. 1471

MORAN SQUARE DINER

"Corsages Unusual"  
RITTER  
FOR  
FLOWERS

360 MAIN STREET TEL. FITCHBURG 415



City Cleaners  
Palace Laundry

Main Office and Plant  
655 Water St. Tel. 78 and 805

Complete Laundry And Dry Cleaning Service

**CASH and CARRY STORES**

26 Fairmount St. 17 Summer St.  
580 Main St. 655 Water St.

"We Strive For The Best"